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ABSTRACT

In compliance with the Massachusetts Public School Improvement Act of 1985, this report provides information in the following areas: research findings; national and state demographics regarding children and families; services for children and families in Massachusetts; high quality early childhood programs; and the emerging role of public schools in early childhood education. A growing number of states are involved in early childhood education, with many programs originating in legislation. Research has demonstrated the long-term benefits of high quality early childhood programs. There are strong economic pressures on mothers to enter the work force. The number of Massachusetts children living in poverty, particularly those from minority families, is increasing. Massachusetts has an increasing need for early childhood programs and day care services for young children at all income levels. Public schools are being asked to provide a broader range of services to more diverse groups of children and families than in previous years. To provide the services needed, coordinated planning among public and private programs is essential. Characteristics of high quality programs include strong family involvement, well-trained staff, small class size, developmentally appropriate curriculum, and sensitivity to individual differences and needs. Questions for community-wide early childhood needs assessment and a 1986 early childhood status report on the state's school districts are appended. References number 130. (RH)

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FUTURE TRENDS IN EARLY CHILDHOOD PROGRAMS

December 1986

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CHAPTER 188
Massachusetts Public School Improvement Act, 1985

prepared by
Early Childhood Education Advisory Council
to the Massachusetts Board of Education

Massachusetts Department of Education

PS 019676

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EXECUTIVE SUMMARY

Under the Massachusetts Public School Improvement Act of 1985 the Board of Education appointed a statewide Early Childhood Advisory Council. Among its duties, the Council is charged with conducting a comprehensive study on future trends in early childhood programs and reporting its findings to the Board of Education annually.

This first report provides information in the following areas:

- research findings.
- national and state demographics regarding children and families.
- existing services for children and families in Massachusetts.
- issues regarding high quality early childhood programs.
- the emerging role of public schools in early childhood.

Major Findings

- A growing number of states are involved in early childhood education with many of the programs coming from recent legislation.

- Research has clearly demonstrated the long term benefits of high quality early childhood programs to society.

- Nationally, there are strong economic pressures on mothers to enter the work force.

- The number of Massachusetts children living in poverty, particularly those from minority families, is increasing.

- In Massachusetts, there is increasing need for early childhood programs and day care services for young children at all income levels.

- To provide the range of comprehensive educational, social, mental and physical health services needed, coordinated planning among appropriate public and private programs is essential.

- Characteristics of high quality programs include strong family involvement, well trained staff, low adult/child ratios, low class size, developmentally appropriate curriculum, and sensitivity to individual differences and needs.

- Today's public schools are being asked to provide a broader range of services to more diverse groups of children and families than in previous years.

Recommendations

In response to these and the other findings in the report, the Early Childhood Advisory Council has made recommendations in four areas: Administration/Policy, Funding, Technical Assistance, and Staff Development. These recommendations are listed in Section V.

Section I

Rationale

A. Trends in the Nation

Educational reform has become a national issue, and much of the reform has focused on the programming needs of young children. Nationally, public school systems in a growing number of states are involved in early childhood education. While it appears as if many states are getting involved, the scope of state programming for young children varies a great deal.

A majority of the states are targeting services to 4-year old children and "at risk" populations. Minnesota and Missouri offer parent education programs which will have an impact on children's early childhood years. Ohio has sponsored three pilot programs with some state funding for replication. California and New York have offered early childhood programs since the 1960's. New York City is currently beginning the development of programs for all its 4 year olds. South Carolina funds half-day programs in the public schools for 4-year olds with predicted readiness deficiencies. In New Jersey and Pennsylvania, permissive language in each state's general school code allows school districts to provide preschool programs for 4-year olds as well as kindergarten programs for 5-year olds. School systems in states with permissive language allowances may claim average daily attendance funds to support these programs.

The majority of state-sponsored preschool programs come from special legislation that establishes definitions and standards for the programs and provides limited funding. States that sponsored preschool programs through special legislation during the 1985-86 school year included New York, Maryland, Louisiana, South Carolina, Florida, Oklahoma, California, Ohio, Texas, Illinois, Michigan and Massachusetts. In addition, Washington passed legislation for preschool programs to begin in the fall of

1986. Texas is the only state requiring school districts to provide compensatory preschool programs. While national interest in preschool programs is growing, the number of children involved remains relatively small. Presently, no state in the country offers preschool for all of its 4-year old children.

B. Review of Recent Research: Effects of Early Childhood Education

Enactment of State legislative mandates has often been based on research that indicates early education can be of dramatic benefit to young children, and to disadvantaged children in particular. Following is a review of recent research in the field.

Perry Preschool Project

(Schweinhart and Weikart, 1981)

The study, begun in 1962, followed 124 three and four-year old black children from low income families, for fifteen years, who attended quality preschool programs in Ypsilanti, Michigan. Children in the Perry Preschool Study were selected because of their high academic risk. Children with IQ's between 60 and 90, with no evidence of organic handicap were selected for the study. The children were compared to children in a control group who did not attend preschool. The results are summarized in Figure 1.

In a follow-up study called "Changed Lives" (Berrueta-Clement, et al., 1984), when the children were 19 years old, researchers found that children with preschool intervention, compared to children with no preschool:

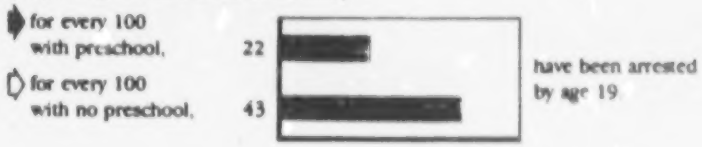
* stayed in school longer. Almost twice as many participants held jobs or went to college or vocational schools.
* had better earning prospects.
* were less involved in crime.
* had fewer teenage pregnancies.

FIGURE 1

Perry Preschool Program: Follow-Up Through Age 19

Delinquency Findings

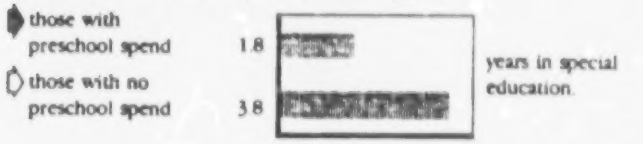
Among youngsters like those in the study,**

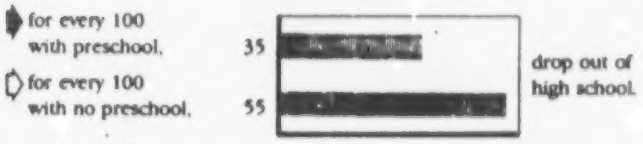


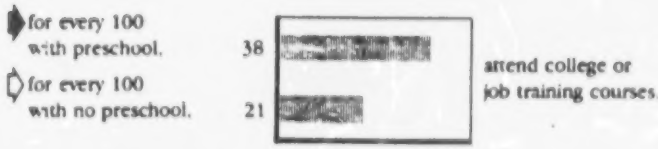
Education Findings

Among youngsters like those in the study,

on average, for every 13 years of schooling (K-12),

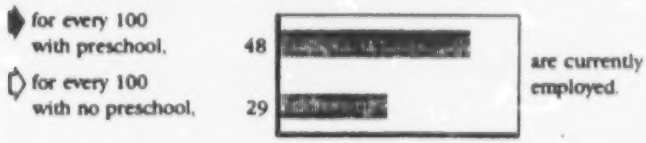


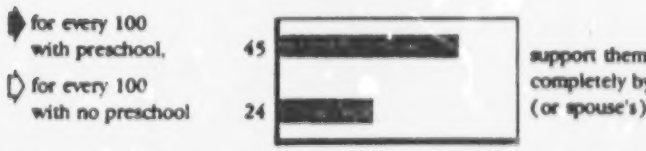




Employment Findings

Among youngsters like those in the study,




for every 100 with preschool, 45
for every 100 with no preschool 24
support themselves completely by their own (or spouse's) earnings.

**For the purpose of clarity, some findings are presented in terms of number per 100, though actual group sizes are smaller and vary across items. All the findings presented are statistically significant, with a possibility of occurrence by chance of less than 1 in 20.

High/Scope Educational Research Foundation, 1984

Lasting Effects After Preschool

(Lazar and Darlington, 1982)

Researchers pooled data from twenty-one studies of low-income children from programs across the country. A total of 820 children from eleven studies were analyzed and the following results were found. Compared to children with no preschool experience, children with preschool:

* had significantly fewer assignments to special education programs.
* had significantly fewer grade retentions.
* tended to have increased math and reading scores.
* had higher IQ scores three years after preschool participation. For programs that permitted services for a longer time span, the higher IQ advantage was observed 10-15 years later.
* had positive and achievement-oriented attitudes.
* had mothers who expressed higher vocational aspirations than the children had for themselves.

Noted in the study were common elements of quality programs that were necessary to yield these results, especially: articulated goals and philosophy, training of staff related to those goals, low teacher:child ratios and lower total group size.

A Study of the Comparative School Achievement of Day Care Graduates

(Dill, 1973)

In 1973, the Day Care Council of New York conducted a study of 536 low-income black children from central Brooklyn who had attended day care or other preschool programs, and 192 children from similar backgrounds who had no organized, ongoing preschool experience. Through the third grade, children who had attended Head Start, public school prekindergarten, or licensed day care centers:

* were more likely to be enrolled in classes of higher achieving students during all three grades.
* received more positive teacher comments.
* were likely to read at grade level in grades two and three.

Brookline Early Education Project (BEEP)

(Pierson, Walker and Tivnan, 1984)

A total of 285 families from the Brookline and Boston area, participated in the Brookline Early Education Project (BEEP). 39% of the families were ethnic minority families and 12% were single parent families. The Project worked with children from birth through kindergarten. BEEP programs consisted of parent education and support, periodic health and developmental examinations for the children and early childhood programs. A control group was used to compare results to the BEEP childre- When both groups were in second grade, results indicated that the experimental (BEEP) group, compared to the control group:

* worked more independently.
* resisted distraction more successfully.
* organized and completed tasks better.
* worked more cooperatively, using negotiation rather than force to influence peers.
* used their time better.
* adjusted more successfully to school.
* tended to have longer attention spans.
* tended to follow directions better.
* had better social skills.
* could share and take turns better.
* were less disruptive in the classroom.
* had less difficulty in reading performance.

The Impact of Head Start on Children, Families and Communities

(McKey, et al., 1985)

The Synthesis Project analyzed all available studies of Head Start's impact on children's cognitive and socioemotional development, and health status, as well as its impact on families and communities. They found Head Start participants, compared to children who did not participate in Head Start:

* enjoyed significant immediate gains in cognitive test scores, socioemotional test scores and health status.

* were more likely to be promoted to the next grade.
* were less likely to be assigned to special education classes.
* were aided by Head Start by receiving health, social and educational services and by linking families with available services in the community.

Consequences of Three Preschool Curriculum Models Through Age Fifteen

(Schweinhart, Weikart and Larner, 1986)

This study traces the long-term effects of three preschool models on disadvantaged fifteen year olds who attended a High/Scope preschool, a Distar "direct instruction" program, or a traditional nursery school model. Although the research is limited and has been criticized for methodological limitations (Gersten, 1986), results indicate that a quality preschool curriculum that is based on knowledge of how young children learn through self-initiated play rather than through "direct-instruction" leads to better adjustment at age fifteen.

Implications of the Research

Research indicates that early childhood education can be of dramatic benefit to young children, and to young disadvantaged children in particular. Findings from longitudinal studies show that these benefits have a lasting effect through children's teen-age years. Benefits are found in the areas of school success, test scores, employment, reduced delinquency and reduced need for special services. Commonly noted in all of the research are the necessary elements of high quality programs that are necessary for positive results to be yielded. Despite the fact that many preschool programs involve families from diverse economic backgrounds, researchers have often adopted a cultural deficit orientation, asking whether exposure to early childhood opportunities has improved conditions for impoverished or handicapped children. There is a need for more research on the effects of early childhood programs on heterogeneous populations.

C. Economic Benefits

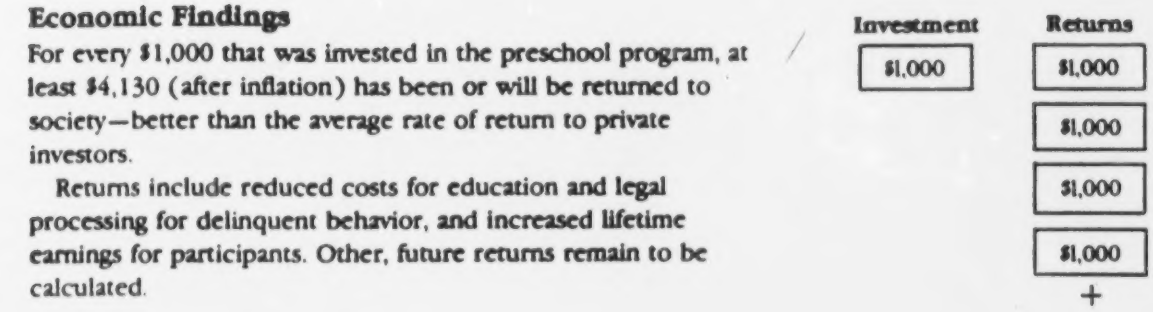
Although recent studies have shown the gains that children receive from high quality preschools, the marketplace is also an indicator of perceived benefit. Many parents who can afford to send their children to developmental preschools have done so. For families with annual income below $10,000, the preschool enrollment rate is 29%, while the rate for families with annual incomes above $20,000, is almost double, or 52% (Chorvinsky, 1982). Parents know that the education of their children is the best investment they will ever make, and virtually every economist will agree that the real wealth of a nation is in its people.

The Committee for Economic Development report entitled "Investing in Our Children" (CED, 1985) advises that if we want to get the best return on our education dollar, we must analyze very carefully where our best investments lie. CED notes that planning for wise educational investments must take into account the fact that quality education is a developmental process: successful completion of each level of schooling provides the foundation for the level that follows. CED is convinced that the earliest stages of educational development, elementary school and preschool for disadvantaged children, are where we will receive the best return on our educational investment. Early childhood education for high-risk children should exert a very strong claim on state and local budgets.

The High/Scope Educational Research Foundation (1982) described the cost effectiveness of the economic investment in early childhood programs as shown in Figure 2.

Figure 2

Perry Preschool Program: Economic Findings


Economic Findings
For every $1,000 that was invested in the preschool program, at least $4,130 (after inflation) has been or will be returned to society—better than the average rate of return to private investors.
Returns include reduced costs for education and legal processing for delinquent behavior, and increased lifetime earnings for participants. Other, future returns remain to be calculated.
Investment
$1,000
Returns
$1,000
$1,000
$1,000
$1,000
+

High/Scope Educational Research Foundation, 1982

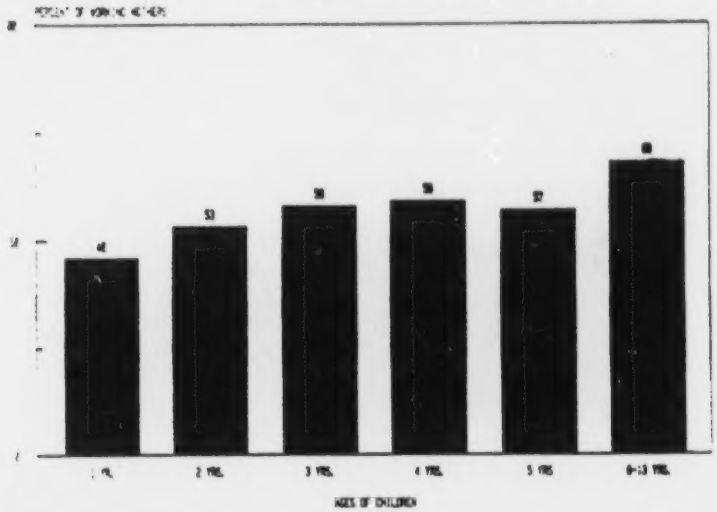
D. Demographic Data

In the Nation

Abundant national data document profound changes in the American family, changes that are affecting Massachusetts children and schools as well. A widespread phenomenon is the increased participation in the labor force by women, and, in particular, by mothers with young children. According to the U. S. Department of Labor (1980), by 1990, 66% of all new entrants into the work force will be women. It is estimated that 80% of working women are of child-bearing age and that 93% of them will become pregnant at some time during their work life (U. S. Congressional Budget Office, 1983). In 1984, more than half of all mothers with children under six (in fact, nearly half with children under one year) were in the labor force.

Figure 3

Mothers in the Work Force (1984)



Bureau of Labor Statistics, 1984

Currently, the most typical working arrangement of American families is the two-career pattern. Among married women with husbands present and children under six, 30% were in the labor force in 1970, increasing to 48% in 1984. The U. S. Congressional Budget Office (1983) predicts that by 1990, 55% of this group will be working, an 80% increase in twenty years.

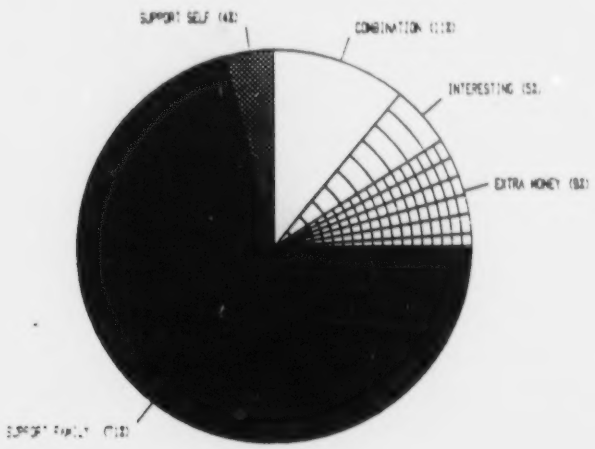
Part of the trend of increased participation by mothers in the labor force is attributable to the changing attitudes about the role of women, their increased educational achievements, and the desire of more women to have a career outside the home. There appear, however to be strong economic pressures on mothers to enter the work force even in two-parent families. A 1983 New York Times poll indicated that for 71 percent of mothers who work, the primary reason was to "support their family" (See Figure 4).

A recent study by the Joint Economic Committee (JEC, 1985) indicates that the real income of most American families has declined significantly during the last eleven years. They note

that we have changed from a society in which families could expect steady financial advancement to one in which it is difficult to hold one's own. Despite the fact that the number of workers in households with children has increased by 20 percent during the eleven year period, "families with children are working harder to hold the line and still many are not making it."

Figure 4

Why Mothers Work
Results of a 1983 New York Times Survey

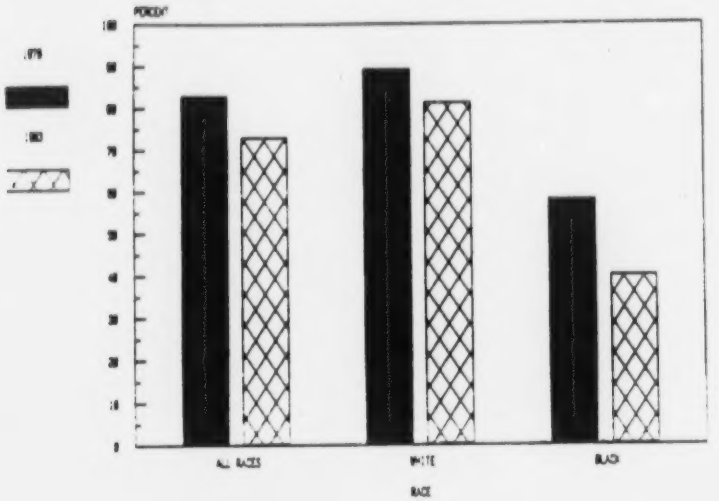


New York Times, 1983

Concurrent with increased labor force participation by women is the rapid increase in the number of single-parent households in America. Based on current trends, it is predicted that by 1990, nearly one in four children will live in single-parent households -- an increase of about 3 million children -- or a 48% increase since 1980 (U. S. Congressional Budget Office, 1983).

Figure 5

Percent of Persons Under 18
Living With Both Parents, 1970-1983

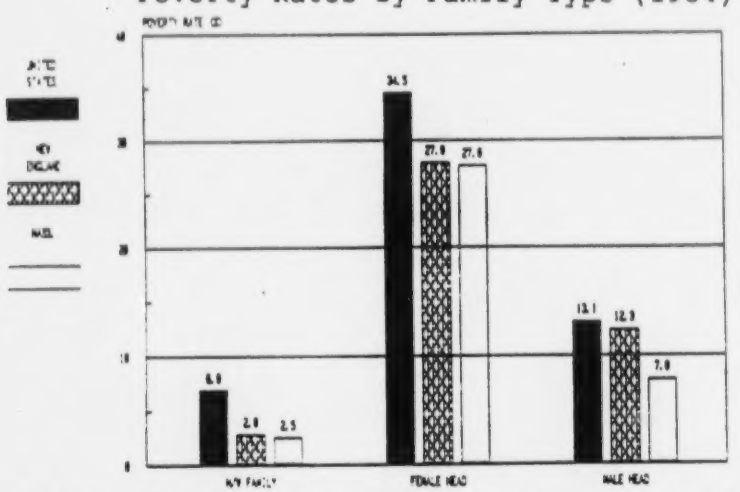


Committee for Economic Development, 1985

There is also a close correlation between family structure and income. Typically, single parent households suffer a greater incidence of poverty. It is predicted that by 1990, one half of the children under six years of age who live in single-parent households, will be living below the poverty level (U. S. Congressional Budget Office, 1983).

Figure 6

Poverty Rates by Family Type (1984)



Massachusetts Division of Employment Security, 1986

Of the 14 million children who live in single-parent households, nine out of ten live in families headed by single women. Statistically, the family situation of these "at risk" children looks like this:

- 16% have mothers who are under 25, and 4% have teenage mothers.
- 36% have mothers who did not complete high school.
- 50% have mothers who are unemployed or not in the labor force.
- 62% have annual incomes under $10,000.
- 42% live in central cities.

Exacerbating this situation is the growing number of children born to teenagers. In 1983, there were nearly 500,000 births to women under 20 years old, accounting for 14% of all births that year. The United States continues to lead most developed and developing nations in its rate of teenage pregnancy.

Finally, the fastest growing segment of American society is older people who will require increasing amounts of public and private attention and resources. There are now more people over 65 years of age than under 18 years. Between 2010 and 2030, nearly 70 million Americans will retire. Given this trend it becomes imperative that strategies be formulated to ensure support for children without pitting their needs against those of the elderly.

Figure 7

Old-Age Dependency Ratios for the United States

1930	1940	1950	1960	1970	2000	2020	2050
10%	12%	13%	17%	18%	18%	21%	26%

"Dependency Ratio" is derived by dividing the "dependent" retired population by the number of active wage earners (conventionally defined as the age group eighteen to sixty-four). (Schwartz and Peterson, 1979)

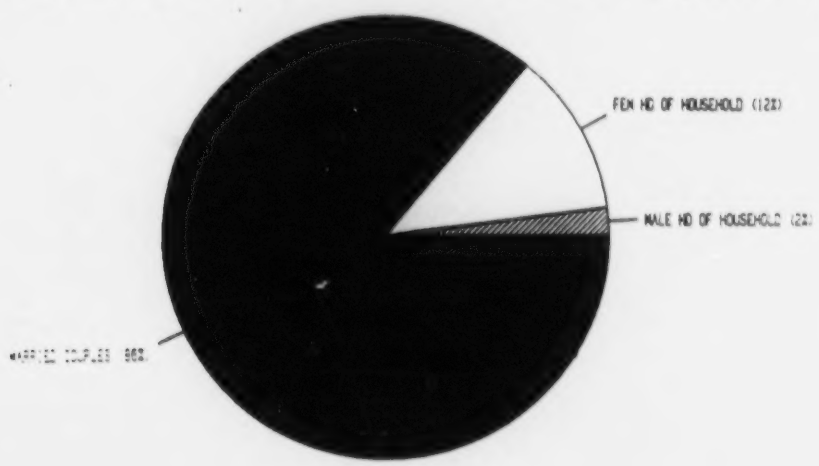
Children in an aging society may be regarded either as a treasured resource, nurtured all the more for their scarcity and importance to the nation's future, or they may be regarded as only another needy minority. What unites the needs of the elderly and children is their dependence on the family and the strain that responsibility now places on the generation that provides the care. The marshalling of resources to provide for both the old and the very young will be a primary challenge for the 21st century.

In Massachusetts

Massachusetts women, both single and married, are entering the work force in increasing numbers. In 1980, 1,260,488 Massachusetts women were in the paid labor force. That represents 52% of all Massachusetts women and 44.5% of the state's entire work force. (U. S. Bureau of the Census, 1980). Of the 290,169 Massachusetts women who had children under six in 1980, 41.8% were employed outside the home, an increase of 30% from a decade earlier. During that same year, 55% of all mothers with children under 17 years of age were in the work force (U. S. Bureau of Census, 1980).

Figure 8

Massachusetts Families with Children under 6 years 1980



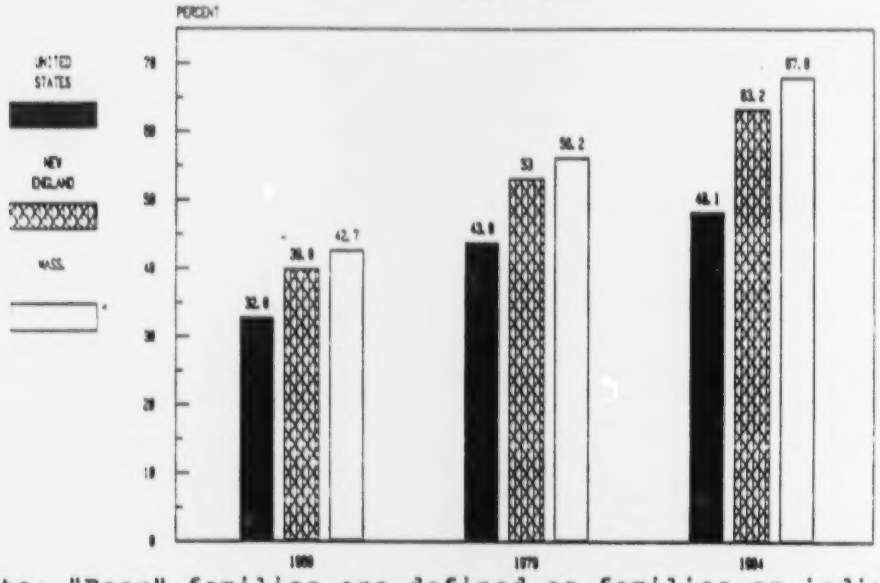
U.S. Bureau of Census, 1980

While the majority of families with children under six years are married couple families (86%), the incidence of single parenthood is increasing in Massachusetts. In 1980, 12% of Massachusetts families were headed by women, an increase of 32% since 1970 (U. S. Bureau of Census, 1980).

The correlation between low income and female-headed households is pronounced. In 1980, married-couple families in Massachusetts had a median income of $22,954, while the average female head of household had a median income of $10,888, or less than one-half of the married-couple's income (U. S. Bureau of Census, 1980).

Figure 9

The Feminization of Poverty in Massachusetts
1969-1984



Note: "Poor" families are defined as families or individuals of a non-family household whose income is less than the poverty threshold specified for that particular household, based on family size, number of children under 18, and age of the head of household. (Massachusetts Division of Employment Security, 1986)

The consequence of increased numbers of low income female-headed families is that many more children are living in poverty than ever before.

- According to the 1980 census, there are 404,180 children under age five in Massachusetts. It is estimated that 52,110 children (13%) live below the poverty level.

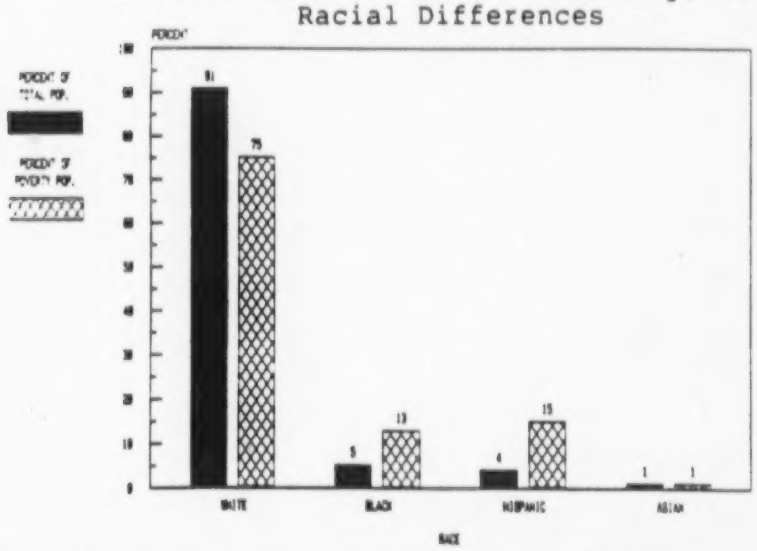
- Forty percent of the under age five population live in one of 39 Massachusetts cities. Nearly one-quarter (24%) of these urban children are living below the poverty level.

- Specific cities in Massachusetts have substantially high proportions of children who live in poverty. High percentages of the children under five in Chelsea (47%) and Holyoke (41%) live in poverty. One-third of the child populations in Lawrence (33%) and Springfield (31%) are poor. Five other urban communities--Fitchburg, Lynn, New Bedford, Springfield, Worcester--show significantly high proportions of children living in poverty. In each of these cities, over 25% of the child population under five live in poverty. Boston alone has 17,495 children living at or near the poverty level. (DSS, 1986)

Not only are the numbers of Massachusetts children in poverty increasing, but also race and ethnic origin are correlated with the incidence of poverty. In 1980 in Massachusetts, one out of eight white children lived in poverty, while one out of three black youngsters and one out of two Hispanic children came from poor families. Minority children in Massachusetts are disproportionately represented in the population of children living in poverty (Figure 10).

Figure 10

Massachusetts Children in Poverty, 1980
Racial Differences

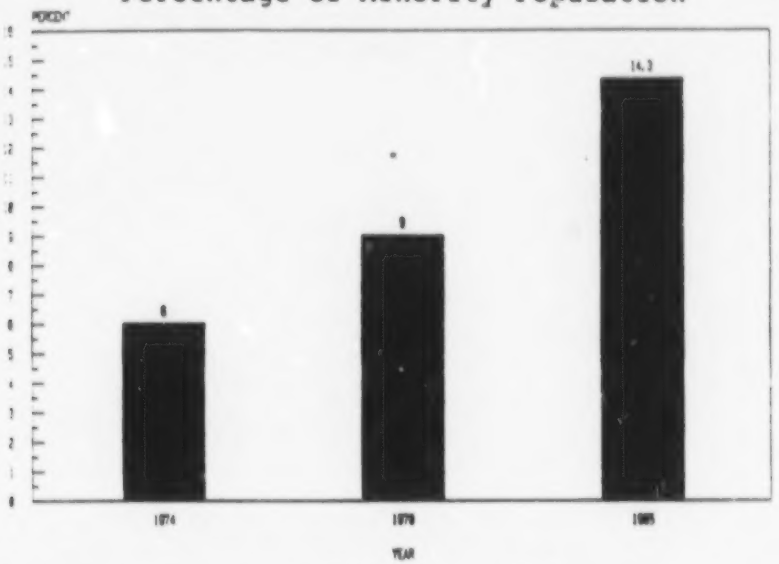


Massachusetts Department of Education, 1985

Two future trends emerge: first, the proportion of minority children in poverty is projected to escalate, particularly in relation to white children in poverty. Second, there are and will continue to be increasing percentages of minority youngsters in Massachusetts schools. In 1974, 6% of the Massachusetts school population was minority; in 1978, 9% and in 1985, 14.3% of Massachusetts' 846,430 public school students were minority (See Figure 11).

Figure 11

Massachusetts School Population 1974-1985
Percentage of Minority Population



Massachusetts Department of Education, 1985

Implications of Demographics

Demographic trends suggest that: (1) given the rapidly changing pattern of family life in America and the strong economic pressures on mothers to enter the work force, families -- not only poor families, but all families -- need options for various kinds of support that will enable them to be effective parents; (2) since there is an increase in the numbers of minority children being born in Massachusetts, and continued over-representation of minority children living in poverty, there will be a greater need for services for young children in communities with concentrations of minority and low-income families; and

(3) the feminization of poverty in Massachusetts make many young children and their single mothers a priority group for support services.

(See RECOMMENDATIONS: Funding #1, #2 and Technical Assistance #1, pages 37-38)

Section II

Existing Services for Young Children and Families in Massachusetts

Services for young children in the Commonwealth are paid for, coordinated and provided by families and by a variety of federal, state and private programs. In Massachusetts, nine state agencies and two executive offices provide or coordinate services for young children and their families. To alleviate the potential for confusion and frustration at the local level in determining which resource or agency is appropriate for a needed service, collaboration among the many service providers is needed.

The Massachusetts Department of Education has collaborated on several formal interagency agreements with other state and federal agencies to strengthen the services being provided. The Agreement on Interagency Coordination for School Age Children in Massachusetts (Massachusetts EOHS and DOE, 1986), developed to meet the needs of "hard to serve" children, and the Joint Letter of Agreement with Head Start (Massachusetts DOE and ACYF, 1984), to coordinate services for young children with special needs, in particular, have supported the development of collaborative programs for children in the Commonwealth. Through a variety of local options for collaboration, Massachusetts public schools are able to work with other agencies toward the common goal of providing services to young children and families.

Following is a brief review of some of the existing services for young children and their families in Massachusetts.

Department of Education (DOE) Through the Department of Education, public schools are able to access a variety of resources for young children and their families. In particular, public schools have been providing services for young handicapped children under Chapter 766 requirements since 1974. The early childhood section of the recently passed Chapter 188 enables services to be provided to a wider range of young children. Chapter 188 establishes as a priority services to children who live in low-income areas. The following lists highlights of DOE programs:

Chapter 188 Early Childhood Programs During FY 87, $10.2 million are available to school systems who apply for planning or implementation grants. As of December 1, 1986, 128 early childhood grants to local communities have been awarded. Of those 128 grants, 89 are planning grants and 39 are for program implementation. Additional grants will be made in January of 1987 for the remainder of the 1986-87 school year. The Appendix summarizes the types of programs funded and the communities participating in Chapter 188 early childhood activities as of December 1, 1986.

Child Care Food Program offers cash assistance, USDA donated foods and technical assistance to any public or private nonprofit approved facility caring for children.

Nutrition Education Training Program funds a few small grants (up to $3000 each) for nutrition education for child care and family day care providers.

Consumer and Homemaking Education Program provides funds for parenting education to serve the needs of pregnant and/or parenting teens, and for occupational preparation for secondary students to work in child care centers.

Equal Educational Opportunity/Chapter 636 works with seven priority communities (Cambridge, Holyoke, Lawrence, Lowell, Medford, Worcester, Revere) to provide opportunities for preschool programs that respond to the needs of multicultural communities.

Chapter I provides funds for services to kindergarten students and funds for 25-30 preschool programs throughout the state.

Transitional Bilingual Education provides technical assistance to all bilingual kindergarten programs and to the two Title VII funded preschool bilingual programs (Framingham and Fall River).

Special Education

Early Childhood Special Education Project provides technical assistance, training and resources to programs that provide services to preschool children with special needs. Special projects and resources include:

State Planning Grant This program is in its third year in Massachusetts, funded through federal P.L. 98-199, an amendment to the Education of the Handicapped Act. The purpose of this program is to develop a comprehensive service delivery system for children with special needs ages birth through five years and their families. An Interagency Advisory Committee has guided the work of this project.

Preschool Allocation Program was established in 1985, with $3 million available in 1985-86 and $1.3 million for 1986-87. Major priorities of this program are to develop or expand effective outreach and screening and to develop and/or expand preschool specialized services.

Recent Amendment to P.L. 94-142

P.L. 99-457, the Education of the Handicapped Amendments Act of 1986, signed by the President on October 8, 1986, offers incentives for all states to provide services for 3-5 year old handicapped children, and for birth to three year old children who are disabled or at-risk. Since Massachusetts already provides services to these two age groups (DOE 3-5 year olds, DPH birth-3 year olds), this new legislation will provide more funds to expand these existing services. However, the amendment requires that the Governor designate the lead agency to administer the funds for the birth-3 year old services.

Executive Office of Human Services (EOHS) is the Secretariat with overall responsibility for coordination and monitoring of policy and budget for the fifteen human service agencies in Massachusetts State Government. The majority of state dollars and services for young children and their families are concentrated in the human service agencies under EOHS.

Department of Public Health (DPH) provides or monitors a variety of services which benefit young children and their families. Most of these programs are under the auspices of the Division of Family Health Services and include:

Healthy Start provides a coordination and payment system for prenatal and delivery services for women who are low-income and without insurance or Medicaid.

Maternal and Child Health Services includes a number of community-based contracted programs for primary care and maternal and child health nursing for low-income or high-risk women and children. DPH targets its services to women, infants and children who need comprehensive medical treatment to reduce the very high infant mortality rates in some communities. Inadequate prenatal care is estimated to be given to an average of 25-61 per 1,000 births. Failure to Thrive programs were initiated in FY 84.

Services for Handicapped Children has a mandate to provide early intervention services for children from birth to three years of age. In FY 86, the forty-three early intervention programs provided services to 5600 children who were identified as having established, biological, or environmental risks. In addition, SHC provides or purchases medical, therapeutic, and home health care; respite; and case management services for children with handicapping conditions and certain chronic conditions.

Women Infants and Children (WIC) Unit is a federally funded nutrition program which provides food supplies and nutritional counseling to pregnant women, infants and children up to age five who meet income eligibility standards. While approximately 68,000 people were served through WIC in FY 85, it is estimated that less than half of those who are eligible are receiving such services

Office of Nutrition Services assures systematic monitoring of the nutritional status of children in Massachusetts. It is responsible for developing nutrition policy and providing education, consultation, and technical assistance to other state agencies, DPH programs, providers and consumers.

Childhood Lead Poisoning Prevention Services (CLPPP) with both state and federal funds, provides screening, laboratory analysis, environmental follow-up (including de-leading), case management, and public education/outreach for children ages 9 months to 6 years. It supports seven contracted programs in high-risk communities. All children of these ages should be screened for lead poisoning. CLPPP is responsible for enforcement and monitoring of the state lead laws; it works closely with OFC and other child service agencies in the development of policy and regulations in these areas.

Department of Social Services (DSS) is a child and family services agency that provides social services, on a sliding fee scale, to all income groups to strengthen families and to protect children who are at-risk of abuse or neglect. Among other services, DSS offers respite care for families with disabled members, case management, adoption services, foster care, emergency shelter and residential care. As of March 1986, nearly 12,000 children between the ages of 0-5 years were in the DSS protective service caseload or were in substitute care.

Contracted Day Care Early childhood programs make contracts with DSS to provide subsidized day care to income eligible families. 16,780 preschool children were served through day care contracts and DPW vouchers in FY 85.

Voucher Day Care DSS administers a day care voucher program for AFDC recipients who are working, going to school, or attending a training program. Vouchers pay a portion of child care costs and may be used in any licensed/registered child care program participating in the voucher program.

Office for Children (OFC) was created to monitor and regulate the quality of children's services to ensure that children and their families receive the services that they need. OFC licenses and regulates all out of home children's services in Massachusetts: day care centers, family day care homes, foster care, temporary placement, group care and adoption placement. OFC licensed approximately 1,800 day care centers and 9,500 family day care homes serving almost 130,000 children in 1985.

Help for Children Unit advocates for individual children and in FY 85, received 9,324 requests for advocacy. This represented 8,066 individual child cases and 1,223 family cases. The primary "child" service request were educational services (3,741). Additionally, 84,218 information and referral request calls were received. Of these, 36,596 (43%) were for day care service.

Councils for Children are local citizen groups who identify the needs of children and the gaps in services available in local communities, make recommendations for and review the quality of local children's programs, and determine the priorities for new or expanded services.

Child Care Resource and Referral (CCRR's) promote day care and bring together state and local resources required to support existing programs and to develop new ones. In FY 87, there will be a state-wide network of twelve CCRR's serving all Massachusetts communities. Chapter 188 requires that a representatives from local CCRR's serve on local early childhood advisory councils. Wherever possible, CCRR's have assumed responsibility as Voucher Management Agencies for the DSS day care voucher program (see DSS above).

Department of Public Welfare (DPW) administers funds and medical assistance programs for low income families. Through Aid to Families with Dependent Children (AFDC), DPW provides temporary aid to families and emergency assistance during difficult financial periods. At the end of 1985, almost 64,000 children between the ages of 0-5 received AFDC. Through Medicaid, DPW provides benefits to children of low income families with severe medical needs. Food stamps and shelters for the homeless are also provided through DPW. DPW day care vouchers for low income families are administered through DSS (see DSS).

Project Good Health (PGH) provides periodic screening, diagnosis, and treatment for children under age 21 who are eligible for medical assistance. PGH is a preventative health program with the purpose of providing children with comprehensive and continuous medical care beginning at birth. In FY 86, 120,000 children were served, which is 56% of the eligible population. PGH also works to promote awareness of good nutrition to high risk groups.

Department of Mental Health (DMH) works to ensure provision of responsive high quality, cost effective mental health and mental retardation services. Forty area offices and community providers provide evaluation, prescreening, and services for mental health and retardation through outpatient care. Through a specialized home care service, foster care in a family setting is provided for a small number of children ages 3-6 years whose families cannot cope. Support services through an in-home program are also offered to a few young children. Approximately 8,100 Massachusetts children aged 0-3 years are considered to be at risk and in need of mental health services.

Massachusetts Commission for the Blind (MCB), Massachusetts Commission for the Deaf (MCD) and Massachusetts Rehabilitation Commission (MRC) serve young children from these low incidence populations.

Head Start is a federally funded program for low income and handicapped young children and their families. In Massachusetts, in 1986, approximately 8,000 three and four-year old children were served. It is estimated that only 20% of the approximately 39,000 children who are eligible for Head Start services receive them, due to limited federal funding. In FY 87, the Massachusetts legislature appropriated $2.8 million for Head Start programs in the Commonwealth. These state funds have been used this year to supplement salaries of Head Start staff to enable programs to attract and retain qualified staff.

Executive Office for Economic Affairs (EOEA) The Corporate Child Care Program of EOEA assisted the development of 43 employer-supported day care centers serving 400-500 children as of June, 1986.

Executive Office of Communities and Development (EOCD) The Supportive Services Program through 27 local housing authorities provides child care support services to public housing residents in FY 87. Support services may include on-site day care, child care staff training and coordination.

Recurring Themes

Consistently identified by the majority of state agencies and service providers were the need for:

* agencies to share information with one another about services provided and then to collaborate in order to coordinate services.
* outreach and provision of information to families with young children about available resources.
* identification and documentation of the needs of the various preschool populations.
* expansion of comprehensive services for young children and families.

(See RECOMMENDATIONS: Administration/Policy #4, pages 37-38)

Section III

Building High Quality Early Childhood Programs through Massachusetts Public Schools: Issues and Concerns

As a growing number of states move toward funding early childhood programs in the public schools, the provision of "high quality" programs through the schools has become a topic of interest to public and private providers. In recent years, the concept of quality early childhood programming has been expanded beyond the classroom and the child to include the full array of services needed by children, parents and families. To provide the range of comprehensive educational, social, mental and physical health services needed, coordinated planning among the various public and private programs serving children and families is essential.

In recognition of the importance of the provision of comprehensive services the Massachusetts Board of Education has defined high quality early childhood programs as ones which provide safe and nurturing environments while promoting the physical, social, emotional and cognitive development of young children. Such programs emphasize family involvement and offer a variety of learning experiences and services to ensure that children have an equal opportunity to develop their potentials. (Massachusetts Board of Education, 1986)

To guide public schools in establishing the positive learning environment defined by the Board, early childhood program standards are being developed for the Board by its Early Childhood Advisory Council. Early Childhood programs funded by Chapter 188 will be required to meet these standards. As required by Chapter 188, the standards developed must meet or exceed Massachusetts Office for Children standards for programs which serve three and four year old children. To further insure

high quality, the Accreditation Criteria of the National Association for the Education of Young Children (NAEYC) are being considered as a basis for the new standards. Areas covered by the standards include: administration, family involvement, staffing, physical environment, curriculum, interactions among staff and children, special needs, health and safety, nutrition, transportation, and evaluation. The following are some issues and concerns related to the planning and implementation of early childhood programs through Massachusetts public schools.

A. Family Involvement

Research indicates that preschool programs are most successful when families participate, and that the basic, noneducational needs of children and families must be met before schooling can have a positive effect (Bronfenbrenner, 1974). Learning how to support their child's development as well as learning how to interact effectively with programs serving their children are of high interest to parents of young children.

Communication between school staff and families needs to be based on the concept that parents are and should be the primary influence in their children's lives. Children's later success in important areas such as language development and reading has been linked to the amount and quality of the time parents spend reading and communicating with their children at home (Cazden, 1981). Services that support parents in these efforts will yield great benefits.

The many services available for families and young children may appear as a maze to a parent seeking assistance. Assistance to parents in accessing such resources for their children as school lunches, well child clinics, developmental screening and high quality day care benefit children. Schools can support parents by helping them learn what questions to ask, what to look for in a good program, and where to go to get what they need for their children.

When developing the family involvement component of early childhood programs schools need to address the broad areas above as well as specific questions and needs of the families to be served, such as:

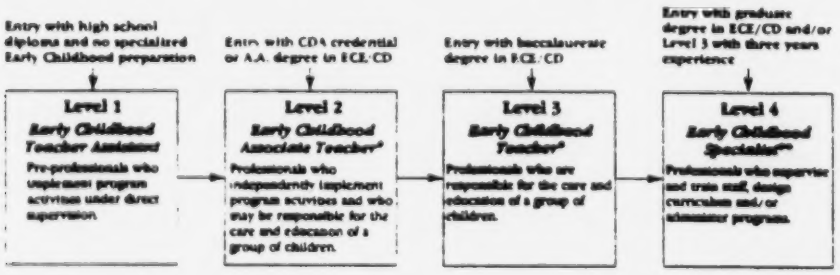
* How will parents be made to feel welcome visitors in their children's classroom?
* How will parents be involved in planning their children's programs and how will they be regularly informed of their children's progress?
* What training does the early childhood staff need to build positive home/school relations and meaningful family involvement?
* How will programs adapt their schedules to the child care needs of working parents?
* How will programs address parents concerns such as: Will my child succeed in school? Is my child ready for school? Where can my child go after school? Who can take care of my child before school? Is it safe for my five-year old to walk to school? How can my child get to the special services s/he needs?

B. Early Childhood Teachers

Training and qualifications of the teaching staff have been shown to be critical in determining early childhood program quality (Travers, et al., 1978) In private and contracted early childhood programs, a career ladder concept has been followed to provide an incentive for staff to seek additional training and experience. A career ladder permits people to enter the profession as volunteers or assistant teachers, and gain the on-the-job experience and training necessary to later qualify for higher level teaching positions. Figure 12 illustrates early childhood professional development paths as described by NAEYC.

Figure 12

Early Childhood Professional Development Paths


Entry with high school diploma and no specialized Early Childhood preparation
Entry with CDA credential or A.A. degree in ECE/CD
Entry with baccalaureate degree in ECE/CD
Entry with graduate degree in ECE/CD and/or Level 3 with three years experience
Level 1
Early Childhood Teacher Assistant
Pre-professionals who implement program activities under direct supervision.
Level 2
Early Childhood Associate Teacher*
Professionals who independently implement program activities and who may be responsible for the care and education of a group of children.
Level 3
Early Childhood Teacher*
Professionals who are responsible for the care and education of a group of children.
Level 4
Early Childhood Specialist**
Professionals who supervise and train staff, design curriculum and/or administer programs.

National Association for the Education of Young Children, 1985

To ensure that public school teachers have the necessary experience and training to work with young children, Chapter 188 requires the Massachusetts Board of Education to develop certification standards for early childhood teachers. In addition, the Board's Policy on Early Childhood Education highlights the importance of on-going staff development for teachers working with young children. **(See RECOMMENDATIONS: Staff Development #1, pages 37-38)** The Board's Early Childhood Advisory Council working with the Board's Advisory Commission on Educational Personnel and with Department of Education staff is drafting requirements for the new certificate. The proposed certificate outlines the training, experience and competencies required for a teacher to work with young children.

The draft certificate requires that an effective early childhood teacher have knowledge and competencies in the areas of child development, learning theory, characteristics of families and family involvement, observation and recording of children's behavior, identification of children with special needs and techniques for integration, and aspects of cultural diversity and second language acquisition.

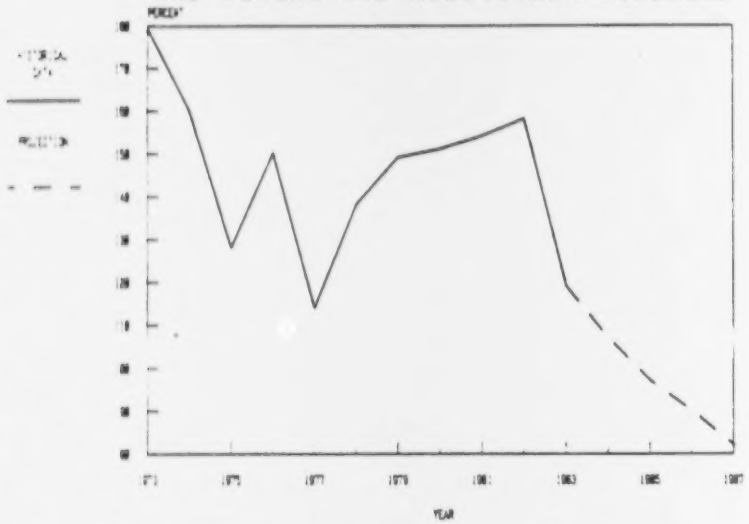
The new early childhood certificate may require higher education institutions to modify their programs in order to provide the necessary coursework and practical experiences. Teachers currently teaching in public schools may need to complete additional coursework and/or practicum experiences with young children in order to qualify for the new certificate and be able to work with a younger group of children.

The Massachusetts Office for Children is currently drafting new regulations for staff qualifications for group day care programs. Cooperation among the state agencies involved in early childhood programming will be necessary in order to coordinate the various staff qualification and teacher certification requirements.

While new public early childhood teaching positions are becoming available, nationally, the number of college students preparing to teach is declining and many teachers are leaving the profession (Darling-Hammond, 1984). Massachusetts day care administrators are experiencing difficulty in hiring and retaining qualified teachers. Recruitment of teachers into the field of early childhood education is critical to both the public and private sector. **(See RECOMMENDATIONS: Technical Assistance #3, Staff Development #2 pages 37-38)**

Figure 13

Supply of New Teachers as a Percent of the Demand for Additional Teachers



Committee for Economic Development, 1985

C. Curriculum

Since the world of people, things, language and relationships is so new to young children, they learn best through direct experiences with their world rather than through formal education involving symbolic rules and abstract concepts. Materials such as blocks, paint, puzzles, manipulatives and sand are materials with which young children learn best. Through ongoing interaction with other children and adults preschoolers develop important social and language skills. Children's play is the foundation upon which high quality early childhood programs are built.

Early childhood professionals have expressed concern about the increasing academic pressures on young children. The National Association for the Education of Young Children notes an increasingly wide demand for use of inappropriate teaching techniques for young children, overemphasis on achievement of narrowly defined academic skills, and increased reliance on psychometric tests to determine enrollment and retention in programs (NAEYC, 1986).

The common belief that "earlier is better" has led many educators to expose children to formal academic instruction at an early age. Today, many kindergarten classes use curricula and instructional strategies which are more appropriate for first grade children than for five year old children. First grade curriculum then begins to look more like second grade, and so on. Consequently, there are many children who cannot meet the increased expectations in their first years at school.

In response to the increased numbers of children experiencing difficulty in kindergarten and first grade, a trend is developing nationally and in the Commonwealth toward solutions such as raising school entry age requirements or establishing transitional classrooms for children who are deemed "not ready" for first grade. A number of early childhood educators are concerned that these may be at best short term solutions to more complex problems (Shepard, 1986). In particular, concern has been expressed about what will happen to those children, especially children "at risk", who are denied entry into kindergarten. A delay of entry into school for children who may not have other early childhood program options may create yet a wider gap in opportunities for school success between these children and those who have access to quality early childhood programs.

The Board's Policy on Early Childhood Education suggests that a longer term solution to the problem of early school failure is through curriculum improvement, staff training and program options. If curriculum is made to be more developmentally

appropriate in preschool, kindergarten and first grade classes and if staff are appropriately trained, a wider range of individual children's needs can be met in the classroom.

(See RECOMMENDATIONS: Funding #3 pages 37-38)

This position is supported by NAEYC in its position statement on "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8" (NAEYC, 1986). In this statement NAEYC states:

> Curriculum should be planned for the developmental levels of children and emphasize individual planning to address a wide range of developmental levels in a single classroom. It is the responsibility of the educational system to adjust to the developmental needs and levels of the children it serves; children should not be expected to adapt to an inappropriate system.

The NAEYC position goes on to define the concept of "developmental appropriateness" as having two dimensions: age appropriateness and individual appropriateness.

> **Age appropriateness.** Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first 9 years of life. These predictable changes occur in all domains of development -- physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
>
> **Individual appropriateness.** Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding.

(See RECOMMENDATIONS: Administration/Policy #3 pages 37-38)

D. **Equity**

Equity for children was highlighted in a report published by the National Black Child Development Institute entitled "Child Care in the Public Schools: Incubator for Inequality?" (NBCDI, 1986). The report examines the potentially grave consequences for black children of the trend toward public school involvement in early childhood programs. NBCDI insists that any national policy discussion of child care be based on the premise of a responsible, quality-oriented and culturally sensitive system.

The report raises questions about the public schools' ability to develop programs that will not maintain a discriminatory tradition such as:

* Will the public schools be able to provide arrangements to meet diverse family needs?
* Will the schools be able to ensure that minority children's cultural heritage is incorporated into programs?
* Or will public schools provide early childhood programs that are a middle class white phenomenon serving white neighborhoods, work patterns and family styles and reflecting white cultural biases?
* Will these programs increase the economic disparity between white and minority families by creating a separate and unequal child care program for the poor?

Recently, the National Black Child Development Institute developed a list of "safeguards" with which they urge public schools to comply in the development of early childhood programs.

* Incorporate effective parent education programs.
* Involve parents in decision-making about curriculum and policy.
* Make available training and on-going inservice training for teachers in preschool programming.
* Programs should be subject to regular external review by community members and early childhood experts.
* Programs should be served by staff who represent the local community.

* Curriculum should be culturally sensitive and developmentally appropriate.

* Public programs should meet the same health and safety standards as private programs.

* Children should be guaranteed adequate nutrition.

* Administrators should ensure that children have access to necessary health care.

* Assessment of children is not based solely on standardized testing.

Local early childhood advisory councils which are representative of the racial and ethnic diversity of the community will be a key element in the development of culturally sensitive early childhood programs. NBCDI suggests that minority policy makers, early childhood educators, parents and community leaders become actively involved in advocating for early childhood programs that are responsive to the needs of young minority children.

Equity for early childhood staff has become a concern as public schools join other agencies in funding early childhood programs in Massachusetts. Disparity in salaries, benefits and training opportunities among staff in public and private early childhood programs in the Commonwealth must be reviewed.

Some public school systems that offer early childhood programs have a salary scale that is lower for teachers in such programs than the scale for teachers in higher grades. Chapter 188 funded programs seek to establish comparable salary levels for teaching positions. Some private sector early childhood programs have expressed their concern that, in order to keep programs affordable for families, they will not be able to compete with the salaries that public schools can offer, and that they will not be able to attract and maintain qualified teachers. Cooperative efforts must be continued to unite the private sector, public schools, and state government in order to reach a solution to serving children equitably. **(See RECOMMENDATIONS: Staff Development #1, #2 pages 37-38)**

E. Evaluation

Ongoing and systematic evaluation at the state and local level is essential to improving the quality of early childhood programs in the Commonwealth. Locally, assessment needs to occur at both the program and classroom level and should involve parents, staff, administrators, and local early childhood advisory council representatives. Program evaluation is based on program goals and objectives, identifies strengths and weaknessess of each program component, and provides guidance for program modification and growth. In the classroom, systematic observation and recording of children's behavior and adult-child interactions provide a basis for making decisions regarding changes needed in the curriculum and environment. The Chapter 188 early childhood program standards currently being developed will provide direction to local programs in designing and implementing effective evaluation procedures.

At the state level the implementation and outcomes of local program activities need to be reviewed and analyzed in order to guide future funding and policy decisions as well as plans for ongoing technical assistance. Evaluation procedures should be done in conjunction with other Chapter 188 data collection and evaluation efforts.

The success of early childhood programs has been documented nationally through such longitudinal studies as those described in Section IB of this report. In Massachusetts, a long term study to evaluate the impact of Chapter 188 early childhood programs would provide valuable information to educators and other policy makers. Such a study could consider such outcome measures as: employment, delinquency records, teenage pregnancies, special education services used, grade retentions, and attitudes about learning. The results of a longitudinal study could be used to support necessary program and policy changes and to document the effects of early childhood programs on children, families and participating public schools in the Commonwealth. **(See RECOMMENDATIONS: Administration/Policy #5 pages 37-38)**

Section IV

The Emerging Role of Public Schools in Early Childhood Programs

A. Elementary Principals in Early Childhood Programs

Public schools are being asked now to provide a broader range of services to more diverse groups of children and families than in previous years. Changing needs of families bring requests for longer school hours, and increased health, nutrition, and social services. To respond to these requests, schools are finding themselves needing to collaborate in new ways with the many other community agencies serving children and families.

The success of these collaborative efforts at the school level frequently depends on the leadership and commitment of the elementary principal. In his report "First Lessons" (1986), U.S. Secretary of Education William Bennett notes that "if a school is to function as a working community, if all the parts are to mesh in an engine of achievement, the principal must act as a catalyst. More than any other figure, the principal is able to create conditions of excellence." Massachusetts Commissioner of Education Harold Raynolds, Jr., in his address to the Massachusetts Elementary Principals' Association 1986 Fall Conference, stressed the importance of the elementary principal as "climate maker" in the school.

Because of the critical role of the principal in establishing a positive learning climate, it is of the utmost importance that an elementary school principal interested in providing early childhood services become knowledgable in the area of early childhood education. This knowledge will help the principal to incorporate developmentally appropriate programs and practices designed to meet the needs of young children and to respond to the host of concerns parents have when their children enter school for the first time.

(See RECOMMENDATIONS: Staff Development #1 pages 37-38)

Recognizing the important role of the principal in early childhood education, the Massachusetts Elementary School Principals' Association recently published a position paper entitled "Developing Kindergarten Programs for the 1990's" (MESPA, 1986). The position paper is intended to support continued improvement of existing kindergarten programs and to assist principals and others as they work to create even better programs for today's kindergartners. Recommendations are made about program goals, class size, entrance age, length of session, evaluation, parent and community involvement, and inservice training for administrators and staff.

B. Where to Start?

A partnership among the school, the home and the community is where it all begins. The formation of a community-wide early childhood advisory council is a first step in establishing this partnership. By fostering a team approach with home, school and community representatives the council can aid school systems in planning and implementing a supportive and developmentally appropriate learning environment for young children.

The early childhood advisory council, working closely with school personnel, oversees an assessment of community and school system early childhood resources and needs and develops plans that are responsive to the local community. Community early childhood needs assessments should address the following broad areas:

- early childhood programs currently available in the community for young children and their families (e.g. private and public preschools, day care programs, Head Start, kindergartens, with pertinent enrollment/waiting list data, program affordability, and potential areas of collaboration such as staff training, shared resources, shared space).
- existing community services and resources available for young children and their families (e.g. mental health centers, public health clinics, community centers).
- pertinent community demographic data (e.g. number of 2-6 year olds, by age group; bilingual and refugee population needs; low income family needs, population changes).

- school district early childhood data (e.g. preschool and school-age staff training needs; curriculum appropriateness and coordination; family involvement; facility, equipment, and transportation needs; rate of kindergarten and first grade retention; available funding resources; class size; adult/child ratio).

Appendix B outlines some beginning questions that may be addressed in a community-wide early childhood needs assessment. **(See RECOMMENDATIONS: Funding #4 pages 37-38)**

Depending upon the findings from the community needs assessment the early childhood programs designed by the local early childhood advisory council might take place in the school, be contracted out to a community provider, or both. Services offered could include such components as:

- extended day programs
- before school care
- a preschool program for 3 and 4 year olds
- breakfast and lunch program
- services for young bilingual children
- occupational therapy and adaptive gym programs
- speech and language therapy
- special education and related services
- home visits
- after-school activities program/recreation and crafts
- referrals to other related services
- parenting groups
- arts programs
- additional staff and equipment to enhance existing programs
- evening courses and support groups for parents

Coordination of programs and services emerges as a natural role for public schools to assume. As this takes place, as school people meet with key people and agencies in the life of a child, as parents receive help and guidance, as they are welcomed as partners, a trusting relationship is established; less fragmentation of services, duplication of effort, more communication and coordination results from this comprehensive approach to working with families. **(See RECOMMENDATIONS: Technical Assistance #2 pages 37-38)**

Section V

Recommendations

The Board's Early Childhood Advisory Council recommends the following to the Board of Education:

ADMINISTRATION/POLICY

1) Establish the Office for Early Childhood Education which would be responsible for implementing the Board's Early Childhood Policy, coordinating all early childhood activities within the Department, and providing leadership in the Department for early childhood education. The Office should be established at a level comparable to current Divisions.

2) Increase regional and central office staffing and resources in order to effectively implement the Board's Early Childhood Policy including the provision of training and technical assistance, collaboration, evaluation and monitoring of early childhood programs.

3) Work with the Board's Early Childhood Advisory Council to develop a position statement on "Developmentally Appropriate" early childhood programs, as described in the Board's Policy on Early Childhood Education.

4) Collaborate with appropriate state and federal agencies, advisory committees, and other appropriate groups to:
   - achieve the goal of coordination of services for young children and their families.
   - coordinate data collection efforts.
   - conduct a statewide assessment to identify existing early childhood resources and areas of need.
   - make training available at a reasonable cost.
   - enhance public awareness of the needs of young children and families.
   - foster and facilitate integrated programs for preschool children with special needs.
   - foster and facilitate programs for children from linguistic minority backgrounds.

5) Develop a plan for a longitudinal study to evaluate the impact of developmentally appropriate Chapter 188 Early Childhood Programs. Coordinate research activities with the Board's Early Childhood Advisory Council, the Chapter 188 data collection and other appropriate groups.

FUNDING

1) Make concerted efforts to ensure adequate funding for Chapter 188 Early Childhood Programs.

2) Explore methods of providing universally accessible and affordable voluntary programs for four year old children using a combination of public and private funds.

3) Establish a Chapter 188 funding priority for developmentally appropriate programs for three and four year olds and enhanced kindergarten programs. For these age groups, encourage the development of: integrated programs for children with special needs, day care, extended day programs, and programs for children from linguistic minority groups.

4) Continue the availability of early childhood planning grants to encourage local advisory councils to consider and plan an early childhood delivery system responsive to diverse family needs in individual communities.

TECHNICAL ASSISTANCE

1) Provide outreach and technical assistance to low income sites not yet being served by Chapter 188 early childhood grants.

2) Support and evaluate the activities of local early childhood advisory councils. Examples of such support include:
   - providing assistance in proposal development and the implementation of community-wide needs assessment and other outreach efforts.
   - convening groups of council representatives and program coordinators to share expertise and experiences.
   - disseminating information regarding exemplary programs, practices and council activities.
   - developing community education activities which enhance public awareness of early childhood programs.

3) Encourage early childhood teachers to apply for Lucretia Crocker Fellowships and Horace Mann teacher grants in order to provide assistance to other teachers.

STAFF DEVELOPMENT

1) Collaborate with appropriate professional associations (e.g. early childhood professionals, elementary school principals, school superintendents, and school committees) to develop networks, support and educate people involved in early childhood programming.

2) Collaborate with other state and federal agencies, institutions of higher education and other appropriate groups to:
   - recruit people into the field of early childhood education
   - develop incentives to attract people to train and re-train through such programs as "forgiveness loans", college scholarships, and other alternative training opportunities
   - offer on-going inservice training and appropriate college programs for training teachers and administrators for programs serving young children.
   - encourage joint training programs among Head Start, day care, public school early childhood staff and other groups.
   - foster continuity of services from the early childhood level through kindergarten and the primary grades.

APPENDIX A

CHAPTER 188: EARLY CHILDHOOD
STATUS REPORT
NOVEMBER 1986

SCHOOL SYSTEM	STARTING DATE	GRANT AMOUNT	GRANT TYPE	PROGRAM TYPE
AMESBURY PUBLIC SCHOOLS	07/01/86	7704	I	
AMHERST PUBLIC SCHOOLS	08/27/86	8596	P	
ANDOVER PUBLIC SCHOOLS	07/01/86	5300	P	
ARLINGTON PUBLIC SCHOOLS	08/27/86	8660	P	
ATTLEBORO PUBLIC SCHOOLS	08/27/86	9400	P	
BELLINGHAM PUBLIC SCHOOLS	07/01/86	9941	P	
BERLIN PUBLIC SCHOOLS	08/27/86	6953	P	
BERNARDSTON PUBLIC SCHOOLS	07/01/86	5500	P	
BOSTON PUBLIC SCHOOLS	07/01/86	300000	I	DEKP
BOSTON PUBLIC SCHOOLS	08/27/86	200000	I	DP
BOURNE PUBLIC SCHOOLS	08/27/86	6446	P	
BRAINTREE PUBLIC SCHOOLS	08/27/86	8200	P	
BRIMFIELD PUBLIC SCHOOLS	07/01/86	5838	P	
BROCKTON PUBLIC SCHOOLS	07/01/86	9731	P	
BROOKLINE PUBLIC SCHOOLS	07/01/86	8647	P	
BROOKLINE PUBLIC SCHOOLS	08/27/86	91353	I	DEKP
CAMBRIDGE PUBLIC SCHOOLS	07/01/86	10000	P	
CAMBRIDGE PUBLIC SCHOOLS	07/01/86	166100	I	KP
CANTON PUBLIC SCHOOLS	11/26/86	10000	P	
CHELSEA PUBLIC SCHOOLS	07/01/86	90000	I	K
CHELSEA PUBLIC SCHOOLS	07/01/86	10000	P	
CLINTON PUBLIC SCHOOLS	07/01/86	9985	P	
CONWAY PUBLIC SCHOOLS	07/01/86	2475	P	
DARTMOUTH PUBLIC SCHOOLS	08/27/86	96446	I	DP

SCHOOL SYSTEM	STARTING DATE	GRANT AMOUNT	GRANT TYPE	PROGRAM TYPE
DEDHAM PUBLIC SCHOOLS	07/01/86	9500	P	
DEERFIELD PUBLIC SCHOOLS	07/01/86	2475	P	
DOUGLAS PUBLIC SCHOOLS	07/01/86	7410	P	
DRACUT PUBLIC SCHOOLS	07/01/86	10000	P	
DUDLEY-CHARLTON REGL SCHOOL DISTRICT	08/27/86	52512	I	KP
DUXBURY PUBLIC SCHOOLS	09/24/86	9948	P	
EAST BRIDGEWATER PUBLIC SCHOOLS	07/01/86	9225	P	
ERVING PUBLIC SCHOOLS	07/01/86	8350	P	
EVERETT PUBLIC SCHOOLS	07/01/86	7150	P	
FALL RIVER PUBLIC SCHOOLS	07/01/86	9973	P	
FALL RIVER PUBLIC SCHOOLS	07/01/86	187213	I	T
FALMOUTH PUBLIC SCHOOLS	07/01/86	9750	P	
FITCHBURG PUBLIC SCHOOLS	07/01/86	10000	P	
FRAMINGHAM PUBLIC SCHOOLS	07/01/86	6767	P	
GARDNER PUBLIC SCHOOLS	07/01/86	4800	P	
GARDNER PUBLIC SCHOOLS	07/01/86	30650	I	K
GILL-MONTAGUE REGIONAL SCHOOL DISTRICT	07/01/86	10000	P	
HAMILTON-WENHAM REGL SCHOOL DISTRICT	07/01/86	6900	P	
HATFIELD PUBLIC SCHOOLS	07/01/86	9090	P	
HAVERHILL PUBLIC SCHOOLS	07/01/86	8936	P	
HAVERHILL PUBLIC SCHOOLS	08/27/86	148140	I	T
HAWLEMONT REGIONAL SCHOOL DISTRICT	08/27/86	6089	P	

SCHOOL SYSTEM	STARTING DATE	GRANT AMOUNT	GRANT TYPE	PROGRAM TYPE
HOLLISTON PUBLIC SCHOOLS	07/01/86	58171	I	EP
HOLYOKE PUBLIC SCHOOLS	08/27/86	200000	I	P
HULL PUBLIC SCHOOLS	08/27/86	10000	P	
IPSWICH PUBLIC SCHOOLS	07/01/86	2743	P	
LANESBOROUGH PUBLIC SCHOOLS	07/01/86	3425	P	
LANESBOROUGH PUBLIC SCHOOLS	08/27/86	28000	I	K
LAWRENCE PUBLIC SCHOOLS	07/01/86	200000	I	KPT
LEICESTER PUBLIC SCHOOLS	07/01/86	19492	I	K
LEOMINSTER PUBLIC SCHOOLS	07/01/86	3845	P	
LEVERETT PUBLIC SCHOOLS	07/01/86	9150	P	
LEXINGTON PUBLIC SCHOOLS	08/27/86	82725	I	KT
LONGMEADOW PUBLIC SCHOOLS	08/27/86	9997	P	
LOWELL PUBLIC SCHOOLS	07/01/86	10000	P	
LYNN PUBLIC SCHOOLS	07/01/86	9724	P	
LYNNFIELD PUBLIC SCHOOLS	07/01/86	23033	I	ET
MARBLEHEAD PUBLIC SCHOOLS	08/27/86	8000	P	
MAYNARD PUBLIC SCHOOLS	07/01/86	13440	I	KT
MEDFORD PUBLIC SCHOOLS	07/01/86	8878	P	
MELROSE PUBLIC SCHOOLS	07/01/86	46906	I	K
MELROSE PUBLIC SCHOOLS	07/01/86	10000	P	
MELROSE PUBLIC SCHOOLS	08/27/86	43094	I	P
METHUEN PUBLIC SCHOOLS	08/27/86	10000	P	
NATICK PUBLIC SCHOOLS	08/27/86	10000	P	
NEW BEDFORD PUBLIC SCHOOL	08/27/86	200000	I	KP

SCHOOL SYSTEM	STARTING DATE	GRANT AMOUNT	GRANT TYPE	PROGRAM TYPE
NEW SALEM/WENDELL SCHOOLS	07/01/86	24098	I	P
NEWBURY PUBLIC SCHOOLS	08/27/86	9250	P	
NEWTON PUBLIC SCHOOLS	08/27/86	10000	P	
NORTH ADAMS PUBLIC SCHOOL	07/01/86	75264	I	K
NORTH ADAMS PUBLIC SCHOOL	07/01/86	4527	P	
NORTH MIDDLESEX REGL SCHOOL DISTRICT	07/01/86	10000	P	
NORTHAMPTON PUBLIC SCHOOLS	07/01/86	9998	P	
NORTHBRIDGE PUBLIC SCHOOL	07/01/86	4250	P	
NORTHEAST METRO VOCATIONAL SCHOOL	07/01/86	10000	P	
NORTHFIELD PUBLIC SCHOOLS	07/01/86	5500	P	
NORTON PUBLIC SCHOOLS	07/01/86	8000	P	
NORWOOD PUBLIC SCHOOLS	07/01/86	8970	P	
OAK BLUFFS PUBLIC SCHOOLS	07/01/86	9850	P	
OLD ROCHESTER REGIONAL SCHOOL DISTRICT	07/01/86	10000	P	
OTIS PUBLIC SCHOOLS	08/27/86	10000	P	
OXFORD PUBLIC SCHOOLS	07/01/86	9900	P	
PEABODY PUBLIC SCHOOLS	07/01/86	25032	I	E
PEABODY PUBLIC SCHOOLS	11/26/86	74900	I	PD
PEMBROKE PUBLIC SCHOOLS	07/01/86	10000	P	
PITTSFIELD PUBLIC SCHOOLS	07/01/86	200000	I	EK
QUABBIN REGIONAL SCHOOL DISTRICT	07/01/86	76698	I	K
QUABBIN REGIONAL SCHOOL DISTRICT	07/01/86	8852	P	

SCHOOL SYSTEM	STARTING DATE	GRANT AMOUNT	GRANT TYPE	PROGRAM TYPE
QUINCY PUBLIC SCHOOLS	07/01/86	9150	P	
RANDOLPH PUBLIC SCHOOLS	07/01/86	9900	P	
REVERE PUBLIC SCHOOLS	07/01/86	9943	P	
REVERE PUBLIC SCHOOLS	08/27/86	90000	I	P
ROCKLAND PUBLIC SCHOOLS	07/01/86	76745	I	P
ROCKPORT PUBLIC SCHOOLS	07/01/86	7820	P	
ROWLEY PUBLIC SCHOOLS	08/27/86	9250	P	
SALEM PUBLIC SCHOOLS	07/01/86	100000	I	KT
SALISBURY PUBLIC SCHOOLS	08/27/86	9250	P	
SANDWICH PUBLIC SCHOOLS	07/01/86	2240	P	
SCITUATE PUBLIC SCHOOLS	08/27/86	8792	P	
SHARON PUBLIC SCHOOLS	07/01/86	5750	P	
SHIRLEY PUBLIC SCHOOLS	07/01/86	3332	P	
SHREWSBURY PUBLIC SCHOOLS	07/01/86	10000	P	
SHUTESBURY PUBLIC SCHOOLS	07/01/86	49976	I	EP
SOMERSET PUBLIC SCHOOLS	07/01/86	10000	P	
SOMERVILLE PUBLIC SCHOOLS	07/01/86	126184	I	EKP
SOMERVILLE PUBLIC SCHOOLS	07/01/86	9860	P	
SOUTH BERKSHIRE REGL SCHOOL DISTRICT	07/01/86	2867	P	
SPRINGFIELD PUBLIC SCHOOL	07/01/86	128910	I	KT
SUNDERLAND PUBLIC SCHOOLS	07/01/86	2475	P	
TAUNTON PUBLIC SCHOOLS	08/27/86	9193	P	
UXBRIDGE PUBLIC SCHOOLS	07/01/86	8660	P	
WALES PUBLIC SCHOOLS	08/27/86	45140	I	EP

SCHOOL SYSTEM	STARTING DATE	GRANT AMOUNT	GRANT TYPE	PROGRAM TYPE
WALPOLE PUBLIC SCHOOLS	07/01/86	26800	I	
WALPOLE PUBLIC SCHOOLS	07/01/86	10000	P	
WALTHAM PUBLIC SCHOOLS	07/01/86	9935	P	
WATERTOWN PUBLIC SCHOOLS	07/01/86	6392	P	
WAYLAND PUBLIC SCHOOLS	08/27/86	100000	I	P
WEST SPRINGFIELD PUBLIC SCHOOLS	07/01/86	10000	P	
WESTFIELD PUBLIC SCHOOLS	08/27/86	10000	P	
WHATELY PUBLIC SCHOOLS	07/01/86	2475	P	
WILLIAMSTOWN PUBLIC SCHOOLS	08/27/86	45150	I	
WINCHENDON PUBLIC SCHOOLS	07/01/86	7500	P	
WINCHESTER PUBLIC SCHOOLS	07/01/86	9991	P	
WINCHESTER PUBLIC SCHOOLS	08/27/86	69756	I	T
WORCESTER PUBLIC SCHOOLS	07/01/86	251420	I	KT
WORCESTER PUBLIC SCHOOLS	07/01/86	10000	P	
*** Total ***		$4,602,721		

KEY

PROGRAM TYPE

D = DAY CARE

E = EXTENDED DAY PROGRAM

K = ENHANCED KINDERGARTEN

P = PRESCHOOL PROGRAM

T = TRANSITIONAL PROGRAM

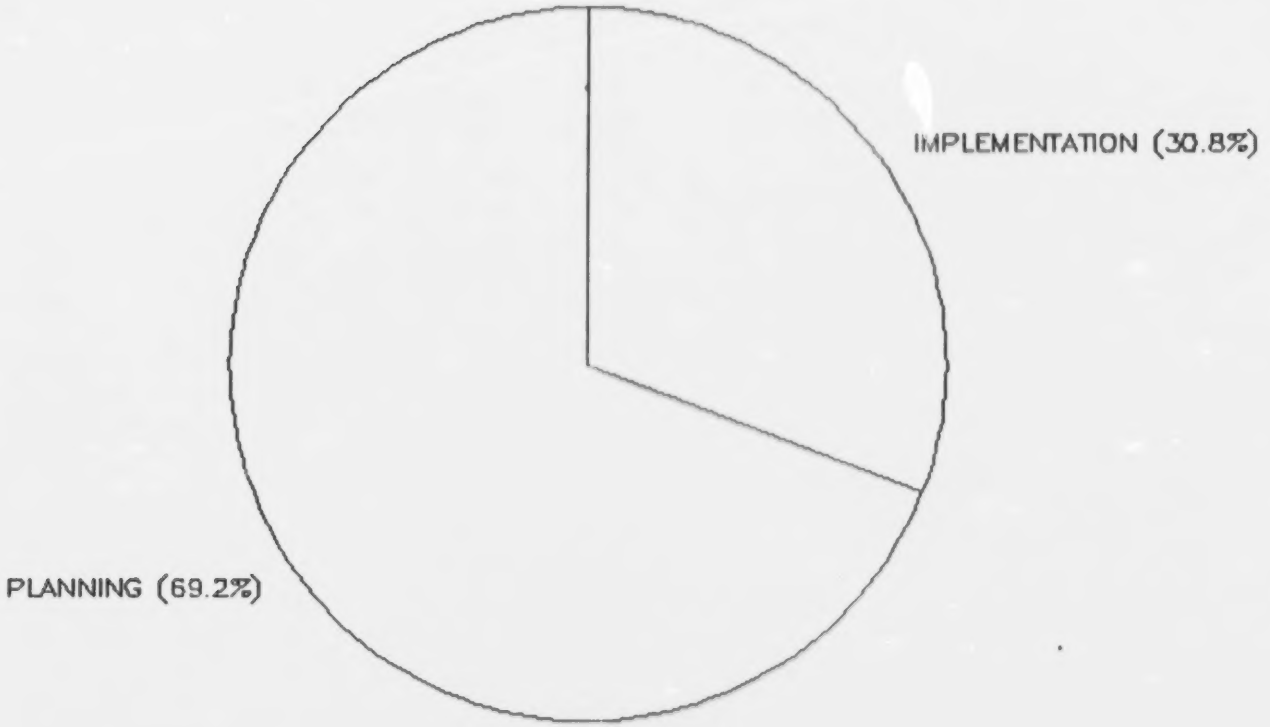
GRANT TYPE

P = PLANNING

I = IMPLEMENTATION

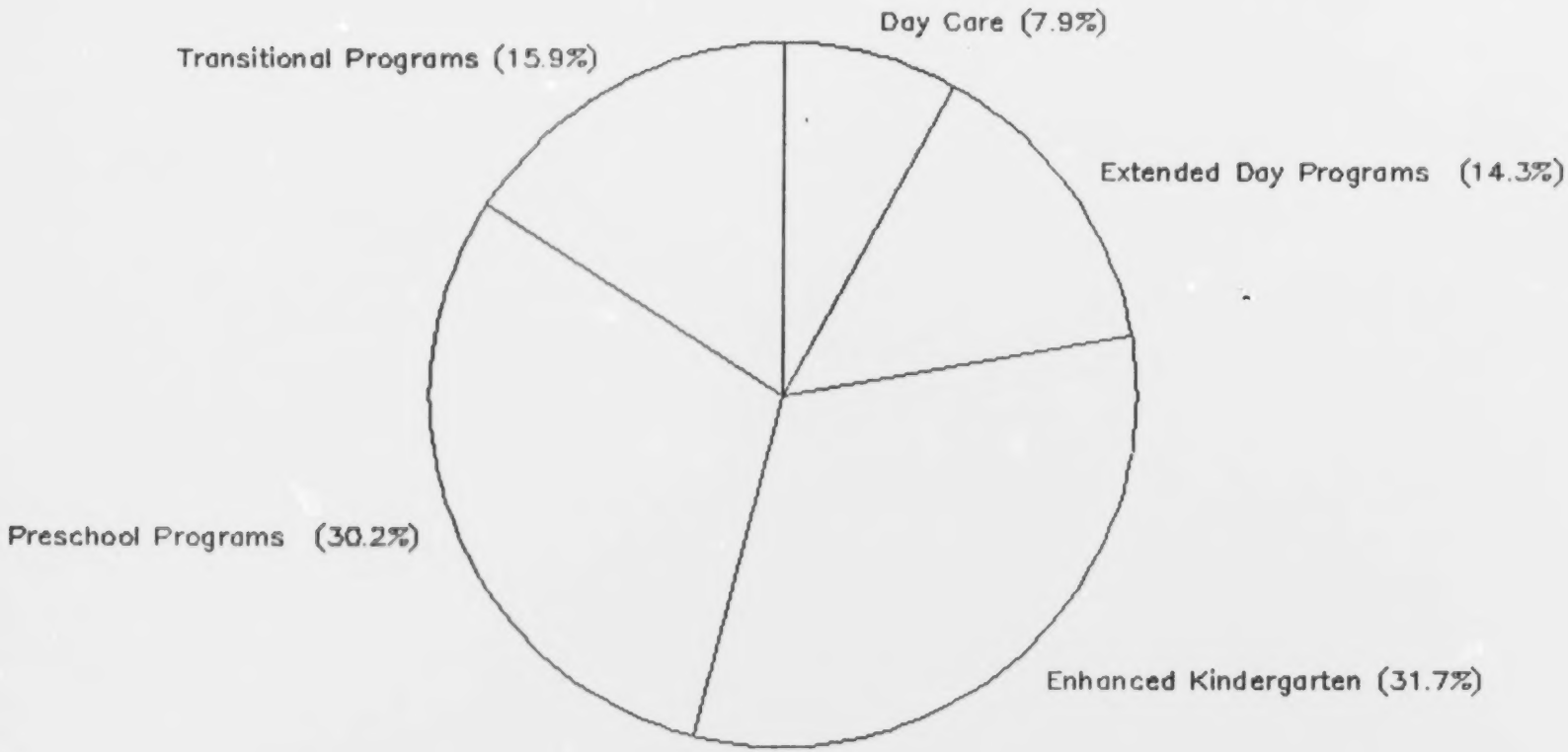
CHAPTER 188 EARLY CHILDHOOD 11/30/86

PROGRAM ANALYSIS OF 130 FUNDED GRANTS



CHAPTER 188 EARLY CHILDHOOD 11/30/86

SUMMARY OF 40 IMPLEMENTATION GRANTS



Appendix B

Some initial questions to be addressed in a community-wide early childhood needs assessment are:

- What services are needed for the children of this community? Comprehensive preschool services for 4 year olds? Full day kindergarten? Extended day care services for the school aged children?
- Are these services lacking in the community or are they being provided elsewhere under other auspices?
- Would it be best for the school to start a new program, or would it be more feasible or better for children if the school supported existing community-based programs?
- Who are the early childhood experts in the community who could give good advice? What can be learned from the local resource and referral agency about unmet needs of families seeking services, and about existing services?
- Are additional personnel required?
- Is school space adequate? Would it need much renovation to make it appropriate for younger children? Is more space needed?
- How can the special services that might be needed for individual children be scheduled and provided to ensure the least disruption and smoothest transition between the kindergarten or preschool classroom and the auxiliary services?
- What roles are parents to play in the life of the school?
- What supports can the school offer to the life of the family? How can channels of informal parent-teacher communication be expanded in schools as they are in private early childhood programs?
- What are the transportation needs for school age childrens' services and programs? Should preschool children be transported or would transportation interfere with parent-teacher communication?
- What are the nutritional needs of the entering young children?
- Are there significant numbers of families with young children where a language other than English is spoken? How should the program plan for basic language development of young children in a bilingual setting?
- How will new programs celebrate the culture and ethnic identity of the children and their families?
- What new health and safety issues will need to be addressed in new programs?
- How will the programs target high-risk children, and how will they address the community need for universal access to affordable programs?
- What will be the budgetary implications and impact for long range planning?
- How will information about children be communicated from previously attended preschool programs?

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